

PONTIAC ELEMENTARY

500 Spears Creek Church
Elgin, S.C. 29045

GRADES PK-5 Elementary School

ENROLLMENT 660 Students

PRINCIPAL Mrs. Beth Elliott 803-699-2700

SUPERINTENDENT Stephen W. Hefner, Ed.D. 803-738-3236

BOARD CHAIR William McCracken 803-469-8536

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2004

ABSOLUTE RATING:

GOOD

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
13	64	14	1	0

IMPROVEMENT RATING:

BELOW AVERAGE

ADEQUATE YEARLY PROGRESS:

YES

This school met 19 out of 19 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

FOR MORE INFORMATION, VISIT WEBSITES AT:

WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Good	Unsatisfactory	N/A
2002	Good	Unsatisfactory	N/A
2003	Good	Unsatisfactory	Yes
2004	Good	Below Average	Yes

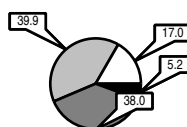
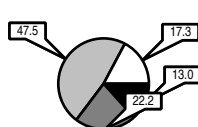
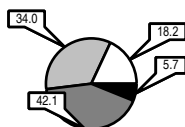
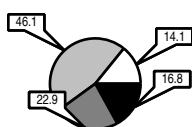
DEFINITIONS OF DISTRICT RATING TERMS

- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

62.1%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**Our School****Elementary Schools with Students like Ours****Mathematics****English/Language Arts****Mathematics****English/Language Arts****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts - State Performance Objective = 17.6%									
All Students	330	99.7	18.5	33.3	41.6	6.6	58.1	Yes	Yes
Gender									
Male	160	99.4	25.3	33.6	38.4	2.7	49.3		
Female	170	100.0	12.1	33.1	44.6	10.2	66.2		
Racial/Ethnic Group									
White	137	100.0	15.3	34.7	43.5	6.5	62.1	Yes	Yes
African-American	161	100.0	21.7	32.9	39.5	5.9	54.6	Yes	Yes
Asian/Pacific Islanders	16	100.0	20.0	20.0	46.7	13.3	60.0	I/S	I/S
Hispanic	14	92.9	10.0	50.0	30.0	10.0	50.0	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not disabled	279	99.6	12.9	34.4	46.1	6.6	63.7		
Disabled	51	100.0	48.9	27.7	17.0	6.4	27.7	I/S	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	330	99.7	18.5	33.3	41.6	6.6	58.1		
English Proficiency									
Limited English Proficient	14	100.0	41.7	16.7	33.3	8.3	41.7	I/S	I/S
Non-Limited English Proficient	316	99.7	17.5	34.0	41.9	6.5	58.8		
Socio-Economic Status									
Subsidized meals	154	99.4	23.2	42.0	30.4	4.3	48.6	Yes	Yes
Full-pay meals	176	100.0	14.5	26.1	50.9	8.5	66.1		

Mathematics - State Performance Objective = 15.5%									
All Students	330	99.7	14.2	46.5	22.4	16.8	56.1	Yes	Yes
Gender									
Male	160	99.4	17.8	43.8	26.0	12.3	55.5		
Female	170	100.0	10.8	49.0	19.1	21.0	56.7		
Racial/Ethnic Group									
White	137	100.0	9.7	45.2	22.6	22.6	64.5	Yes	Yes
African-American	161	100.0	19.1	48.7	22.4	9.9	48.0	Yes	Yes
Asian/Pacific Islander	16	100.0	0.0	53.3	6.7	40.0	60.0	I/S	I/S
Hispanic	14	92.9	20.0	30.0	30.0	20.0	60.0	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not disabled	279	99.6	9.0	47.3	25.0	18.8	61.3		
Disabled	51	100.0	42.6	42.6	8.5	6.4	27.7	I/S	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	330	99.7	14.2	46.5	22.4	16.8	56.1		
English Proficiency									
Limited English Proficient	14	100.0	0.0	58.3	25.0	16.7	50.0	I/S	I/S
Non-Limited English Proficient	316	99.7	14.8	46.0	22.3	16.8	56.4		
Socio-Economic Status									
Subsidized meals	154	99.4	18.8	53.6	18.1	9.4	43.5	Yes	Yes
Full-pay meals	176	100.0	10.3	40.6	26.1	23.0	66.7		

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

		<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
English/Language Arts								
2003	Grade 3	122	100.0	14.0	33.6	47.7	4.7	52.3
	Grade 4	103	100.0	26.1	29.3	41.3	3.3	44.6
	Grade 5	127	100.0	21.1	54.4	23.7	0.9	24.6
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2004	Grade 3	112	100.0	19.6	26.8	45.5	8.0	53.6
	Grade 4	112	99.1	10.8	42.3	41.4	5.4	46.8
	Grade 5	106	100.0	28.6	34.3	33.3	3.8	37.1
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2003	Grade 3	122	99.2	18.7	42.1	21.5	17.8	39.3
	Grade 4	103	100.0	16.3	34.8	27.2	21.7	48.9
	Grade 5	127	100.0	16.7	46.5	28.1	8.8	36.8
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2004	Grade 3	112	100.0	17.0	53.6	19.6	9.8	29.5
	Grade 4	112	99.1	10.8	45.9	22.5	20.7	43.2
	Grade 5	106	100.0	16.2	41.9	24.8	17.1	41.9
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 660)				
First graders who attended full-day kindergarten	100.0%	N/C	100.0%	100.0%
Retention rate	2.6%	Up from 1.8%	2.8%	2.7%
Attendance rate	96.8%	Up from 96.1%	96.5%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	6.4%		3.7%	4.6%
Students with disabilities other than speech taking PACT (Math) off grade level	5.2%		3.0%	3.5%
Eligible for gifted and talented	26.3%	Down from 28.1%	17.9%	13.5%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	7.5%	Down from 7.7%	8.3%	8.2%
Older than usual for grade	0.9%	Down from 1.2%	0.9%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%

Teachers (n= 53)				
Teachers with advanced degrees	73.6%	Up from 68.6%	53.8%	51.4%
Continuing contract teachers	83.0%	Down from 90.2%	90.9%	87.5%
Highly qualified teachers**	95.9%	N/A	95.2%	95.0%
Teachers with emergency or provisional certificates	0.0%		0.0%	0.0%
Teachers returning from previous year	92.1%	Down from 94.2%	89.1%	86.7%
Teacher attendance rate	94.1%	Down from 95.4%	95.1%	94.9%
Average teacher salary	\$41,673	Down 2.5%	\$41,109	\$40,760
Prof. development days/teacher	15.5 days	Up from 14.9 days	11.5 days	12.4 days

School				
Principal's years at school	5.0	Up from 4.0	5.0	4.0
Student-teacher ratio in core subjects	17.8 to 1	Down from 17.9 to 1	20.0 to 1	18.9 to 1
Prime instructional time	89.6%	Down from 90.3%	90.3%	90.0%
Dollars spent per pupil*	\$7,065	Up 2.3%	\$5,680	\$6,044
Percent of expenditures for teacher salaries*	72.6%	Up from 72.4%	66.0%	65.9%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	Down from 99.7%	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Excellent	N/A	Good	Good

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools**	93.4%	92.0%
Highly qualified teachers in high poverty schools**	95.7%	91.1%
	State Objective	Met State Objective
Highly qualified teachers in this school**	65.0%	Yes
Student attendance in this school	95.3%	Yes

**NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Pontiac Elementary focuses on meeting the needs of individual students, which in turn creates group success. Being a National Blue Ribbon School, School of Promise, and District Teamwork Award Winner demonstrates our high academic expectations. Our community-building climate is what has contributed to these ongoing successes. We continue as a faculty, staff, parent, and student team to constantly change and restructure. We pride ourselves on our philosophy of meeting the needs of all students. Making a difference with each individual student is our focus. With such a qualified staff including 15 National Board Certified Teachers, 2 finalists for the State of South Carolina Excellence of Teaching in Math and Science, 4 District Honor Roll Teachers, a Fulbright Scholarship Winner, Past President of the Columbia Area Reading Council, Richland School District Two Support Person of the Year and many grant recipients, we are ready to challenge each and every student to reach his/her potential. We are proud of our technology program, which includes a fifth grade classroom with 24 computers, two computer labs, as well as computers and other multimedia technologies in the classroom to enhance instruction. We will continue our state grant which gives us a full-time Math Coach Specialist for the year 2004-2005.

Our developmentally appropriate space for kindergarten, elementary, and intermediate grades has provided teachers and students with a facility that endorses hands-on learning. Our ability to offer low teacher/pupil ratios continues to be a strength of our program. Our partnership with the University of South Carolina continues to offer many experiences for our students. Being a Professional Development School enables us to continue to grow in all areas of the curriculum. Our partnership has enabled us to be a part of many University grants and projects such as the collaboration between Engineering interns and our Pontiac students.

As part of our planning process, we will continue to review our test scores and make good decisions for groups of students as well as focusing on individual students' test scores. Our PACT scores continue to be higher than the state and numbers of students scoring in the below basic category continue to decline. We will also continue to use MAP (Measures of Academic Progress) data to differentiate instruction for all students. The use of this data has enabled us to make instructional changes to meet the needs of the individual learner. We will continue to focus on the standards and implement best teaching practices.

Beth T. Elliott, Principal
Marilyn Jeske, Site Council Chair

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	43	91	37
Percent satisfied with learning environment	97.6%	87.9%	86.1%
Percent satisfied with social and physical environment	95.3%	84.4%	83.8%
Percent satisfied with home-school relations	90.5%	90.1%	78.4%

*Only students at the highest elementary school grade level at this school and their parents were included.